**EXPLORING LECTURERS’ TYPES OF FEEDBACK AND EMOTIONAL EXPERIENCES IN GIVING FEEDBACK ON STUDENTS’ WRITING**

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**Abstrak**

Pemberian umpan balik merupakan langkah penting dalam membantu proses menulis mahasiswa. Oleh karena itu, dibutuhkan peran dosen dalam mengembangkan tulisan mahasiswa. Ketika sedang memberikan umpan balik, perasaan negatif dan positif pasti dialami oleh dosen. Penelitian kualitatif digunakan dengan melibatkan dua dosen dari jurusan bahasa Inggris sebagai subjek penelitian. Peneliti mewawancari mereka menggunakan wawancara terbuka. Penelitian ini bertujuan untuk mengungkap jenis pemberian umpan balik yang sering digunakan oleh dosen dan menyelidiki cara dosen mengatasi perasaan mereka ketika sedang memberikan umpan balik. Hasil penelitian menunjukkan bahwa dosen lebih sering memberikan umpan balik secara lisan pada semua mahasiswa dalam satu kelas untuk menghemat waktu. Terkait perasaan yang dialami oleh dosen, ditemukan bahwa kedua dosen tersebut dapat memberikan umpan balik yang menyeluruh ketika mereka sedang memiliki suasana hati yang baik, begitu pula sebaliknya.

**Keyword:** pemberian umpan balik, perasaan, tulisan

**Abstract**

Giving feedback is an essential way to assist the students’ writing process. Therefore, the role of lecturers is entailed to help the development of students’ writing. In the process of giving feedback, the lecturer may experience some emotions including positive and negative emotions. A qualitative study was conducted in this research involving two English lecturers as the research participants. They were interviewed using a semi-structured interview. The purpose of this research was to reveal the types of feedback that were usually used by the lecturers and explore how the lecturers maintained their emotions during the process of providing feedback. The result of this research showed that the lecturers often used oral feedback for all students in a class to save more time. Related to the emotional experiences, it was found that both lecturers could give comprehensive feedback when they were in positive emotions, and vice versa.

**Keywords:** giving feedback, emotion, writing

# **INTRODUCTION**

Writing is one of language skills that should be mastered by the students. As Rao and Durga (2018) stated that writing is one of the English skills in language learning. Writing skill holds a significant role both in learning and communication since the students can express their feeling and ideas in their process of writing to communicate with others. To complete their academic requirement, writing is expected as a media to help the students describe and show their knowledge critically. Hayes (2012) defined writing as a complex cognitive process requiring several steps like finding the topic, organizing the ideas, and observing several sources, during which various sub-processes, i.e., planning, translating/formulating, and revising. Tribble (1996) formulated writing rubric containing some items like content, organization, vocabulary, grammar, and language use, and mechanic. It becomes a benchmark in writing until nowadays. Therefore, the writing process cannot be accomplished in a short time because the writer needs to pass a complex process while considering the criterion of good writing.

The students of English Language Education study program should take several writing courses. These courses will be useful for them since it can assist them to write a thesis at the end of their undergraduate program. They are going to learn how to develop their writing since the first semester. They will learn how to develop their writing started from paragraph writing class, descriptive and narrative writing class, expository and argumentative writing, and paper writing class. However, there will be various challenges faced by the students of English Language Study Program for every writing course. Akbar et al. (2018) reveals that the most frequent writing difficulties faced by L2 learners are due to spelling problems, L1 interference, limited vocabulary, inadequate mastery of grammatical structures of L2, punctuation, and lack of feedback on written tasks by L2 teachers.

In fact, feedback is required in everything people do including the students in writing class. They entail the teachers’ feedback to face their writing challenges. In L2 writing, Ferris (2014) stated that providing feedback happens frequently. It is crucial to provide feedback for the students since they will have opportunities to improve their learning. As Hyland & Hyland (2019) said that feedback on writing can be “a constructive judgement of a text: an evaluation that points forward to the student’s future writing and the development of his or her writing processes”. However, Stern et al. (2006) stated that giving feedback may be one of the most stressful most time consuming, and least rewarding activities. Furthermore, Lee (2017) found that giving feedback can be a burdensome, unrewarding task that constitutes great challenges. Nevertheless, Junqueira & Payant (2015) and Lee (2017) said that correcting all errors in students’ writing and providing other types of feedback are still required to assist the progress of students’ writing although the teachers only have limited time providing sufficient feedback to students that causes a heavy workload. It can be concluded that providing feedback can be used to ensure how the students can apply what they have learned in writing class. Also, the lecturers can recognize what problems faced by the students in the process of writing and provide strategies to enhance the students’ writing proficiency.

The experiences above may influence the lecturers’ emotion during the process of providing feedback. McNaughton (2013) defined emotion as a physiological, sociocultural, psychological, or skill-based construct. Chen (2019) divides it into positive and negative emotion. Chen (2016) identifies the examples of teachers’ positive emotions in the interaction with their students such as joy, pride, happiness, and love. He also identifies the teachers’ negative emotions like disappointment, tiredness, annoyance, anxiety, and fear. Furthermore, He stated that the emotions above, negative or positive, can influence the way teachers treat the students’ work, and these teacher emotions could be transformed into their teaching practices (in this case, giving feedback), thereby influencing and even shaping teacher learning experience through feedback. Chen (2019) also reveals that maintaining more positive emotions generates more innovative ideas and strategies. However, the varieties of lecturers’ emotions will be different despite the diverse backgrounds and experiences they have.

Every lecturer may have different types of giving feedback to their students. Küçükali (2017) classifies feedback into two major classification which are written and oral feedback. He also explained written feedback as the response to students’ writing performance through written comments or suggestions containing not only the strengths but also weaknesses. In contrast, oral feedback refers to feedback which is expressed through the interaction between the teachers and the students. The benefit of oral feedback is that the students can directly ask what they do not understand about teacher’s feedback during the face-to face interaction. However, giving oral feedback is time consuming so that the teachers need to handle it well. Moreover, Lee (2003) classifies feedback into two types which are direct and indirect feedback. Kang & Han (2015) said that direct feedback is where the teacher directly shows and revises the errors of students’ writing by giving the correct answers. Their study reveals that this feedback is more useful to correct students’ errors in grammar since it can affect the students’ grammar performance. While, in indirect feedback, the teachers only need to identify the writing error by highlighting or underlying it. This method provides an opportunity for the students to analyze and revise the errors by themselves. To conclude, direct feedback can be called as explicit feedback and indirect feedback can be called as implicit feedback. Explicit feedback means that the answer of error is obviously given by the student but implicit feedback refers to a clue given by the teachers to provide students’ opportunities in analyzing their errors.

The previous studies have explored teachers’ experiences on giving feedback. Lee (2019) found that marking the students’ writing is the most tiring and tedious job for the teacher and lecturer since the time spent to give writing feedback given in a specific, clear, and objective way is longer than checking answer on the examination paper. The study from Furneaux, Paran, & Fairfax (2007) also reveals the English teachers’ experience of a Hong Kong Secondary school where they spend a huge amount of time responding to students’ writing error. Furthermore, Lee (2019) said that giving feedback on all written errors is exhausting and emotionally draining, especially when teachers have piles of compositions to mark with tight deadlines to meet. However, Yu et al. (2021) suggests that writing teachers need to resist their uncritical assumption where they have to be responsible to correct all the mechanical in comprehensive manner. Thus, it can decrease the lecturer’s heavy workload. In can be concluded that the practice of giving feedback has an emotional dimension for teachers, although the institutional rules for teachers’ emotional labor during the process of giving feedback remain implicit. In fact, it is necessary to recognize that being emotional is a natural part of giving feedback when confronted with inappropriate students’ behavior or inadequate progress. This awareness may help the teachers to stay calm, regulate their emotions, and reflect on their feedback to be more conducive feedback-giving exercises.

The previous research had examined specifically the emotions experienced by the EFL university writing teachers when giving feedback on students’ writing without revealing how the teachers maintain their emotions (Yu et al., 2021). Also, a study from Lee (2016) revealed that the types of feedback affected students’ performance differently. However, her study did not provide detail explanation related to the types of feedback usually used by the teacher. To fill those gaps, the current study explores what types of feedback lecturers usually used and how the lecturers dealt with emotional issue that they faced during the process of providing feedback to the English department students’ writing.

**METHODS**

This research was designed as a qualitative study where the result was reported in comprehensive explanations. Cohen et al. (2007) said that qualitative study is used to describe, interpret, and summarize existing phenomena. Therefore, this method was well suited to this study since it was used to find out what type of feedback the lecturers usually used and to describe the lecturers’ emotional experiences during the process of giving feedback including the way to maintain their emotion.

The data was taken from the participants’ answers during the interviews including the audio recording and its transcription in writing form. Two English lecturers were involved in this study. Since the length of every lecturer’s teaching experience and the gender were different, the answer of interview was more various and the result was summarized comprehensively. According to Gill et al. (2008), the purpose of having an interview is to explore the experiences, views, or beliefs of individuals on specific issues. A semi-structured interview was followed to gather the data because it allows open-ended questions and discussion in order to explore and understand the topic of this study. An interview guide with questions was written in advance. The order and the number of questions could change and there were additional questions for clarification and exploration according to the development of interviews.

To analyze the data, this study used thematic analysis which was particularly useful to find out subjective information such as participants’ experiences, views, and opinions. Figgou & Pavlopoulus (2015) stated that thematic analysis involved clusters of similar entities or conceptual categories based on coding of qualitative data, the identification of consistent patterns and relationships between themes. Therefore, this research followed the stages form Braun and Clarke (2006) which were familiarizing the data, generating codes, generating themes, reviewing themes, defining themes, and producing the report. In familiarizing the data, the researcher reread the whole data from interviews that were transcribed into written form. The researcher listened carefully to the audio recording of interviews to have an overview of the context and took out some personal notes if necessary. In generating the codes, the researcher highlighted or labeled certain words or groups of words or even phrases in the data that indicated an important point related to the context. The examples of the highlighting words were green for providing feedback, blue for positive emotions, red for negative emotions, and purple for the emotions' reason. In generating themes, the researcher derived the themes which captured the essence of the data concerning the research question. The researcher also discarded several codes which indicated the same expression so that the levels of patterned response or meaning could be represented within the data. In reviewing themes, the researcher compared the themes with the original data and checked for any missing points or irrelevant results. In defining themes, the researchers named what was unique and specific about the themes from the data. In the last stage, producing the report, the researcher interpreted the theme to show the prevalence of the theme by writing description paragraphs from the data report to interpret the lecturers’ emotional experiences of giving feedback to the English department students’ writing.

**RESULTS**

This section began with the result of the study related to the type of feedback usually used by the Lecturers to the English department students’ writing and the emotion experienced by the Lecturers in the process of giving feedback.

1. **Feedback in writing**

Based on the interview that had been conducted with two Lecturers, the researcher classified the themes into two which were the importance of feedback and the types of feedback.

1. **The importance of feedback**

Feedback was used by both Lecturer 1 and 2 as a constructive judgement of a text: an evaluation that points forward to the students’ future writing and the development of their writing processes as it was mentioned by Hyland & Hyland (2019) about the function of feedback. It was used not only to respond the students’ writing performance but also check whether the students had implemented their writing knowledge or not. As what Lecturer 1 and 2 stated:

*“People cannot grow without any comment and they cannot be better if they do not receive input from other people. So, for learners or students, feedback is definitely important. While for teacher, if we talk theoretically, feedback is indeed a must. No matter what teacher you are and what skill you teach, all skills require feedback. If we cannot handle feedback, we cannot be a teacher”. (Lecturer 1)*

*“Feedback is important since it can be used to check whether the students have written in appropriate way or not. Usually, the feedback is given by their friends first”. (Lecturer 2)*

Lecturer 1 stated that feedback was similar to a comment which was used to give input and suggestion to have better writing. However, feedback can only be effective as the students’ assistance if the students can understand the purpose of every comment that they get from their lecturer. Furthermore, lecturer 2 stated that feedback was used to check the quality of students’ writing including content, organization, vocabulary, grammar/language use, and mechanic. He usually asked another student to check their friends’ writing as the readers including giving comment or marking the errors. By giving feedback as the response of students writing performance, both lecturers stated that it was useful and definitely important.

1. **The types of feedback**

Giving feedback in writing means commenting or criticizing the idea that has been written. There are several types of feedback that were used by the lecturers direct, indirect, oral, and written feedback. As what Lecturer 1 and 2 stated:

*“I sometimes use written feedback because the students can follow that feedback easily, but sometimes, I also use oral feedback” (Lecturer 1)*

*“I usually use written and oral feedback. In writing class which focuses on writing proposal, I usually use written feedback. But in larger class, I use oral feedback. I show the students’ writing on a screen which has been highlighted or underlined. Then, I give the feedback orally.” (Lecturer 2)*

Lecturer 1 used oral and written feedback. The written feedback was given in a class which only had fewer students. The reason of giving written feedback was because the students could be easier to understand the given feedback. However, how she wrote that written feedback depended on students’ characteristics whether they could handle it or not. In addition, the types of feedback used by the Lecturer 2 were oral and written feedback. He usually used written feedback for students who focused on writing a proposal so that the students could be easier to follow his writing suggestion.

From the interview, the researcher found a type of feedback that was often used by both lecturers. As stated in the transcribed interview from Lecturer 1 and 2:

*“The type of feedback that I use is depending on the students, kind of writing that I teach, and the load of the students. I will be able to perform better in smaller class but in larger class, I will need more energy to handle or manage. So, in larger class, I just scan my students’ work, looking at some of the most prominent errors or issues that I have to address. I am going to do that as class feedback. So, it’s not specifically to one student but rather classical”. (Lecturer 1)*

*“I often give feedback one for all. If I show student A’s writing in a screen, I will give feedback orally. The mark that I usually use for error word or sentence are bold, highlight, or underline. But in proposal context, I will give written feedback. So, most of my feedback is oral feedback so that I can directly interact with the students.”. (Lecturer 2)*

Based on the interview, it can be concluded that Lecturer 1 often gave oral feedback in larger class and written feedback in smaller class including direct and indirect feedback. Furthermore, Lecturer 2 also used oral feedback if the time of writing class was not limited. He would show the writing on a screen to clarify or explain the given feedback so that the students could understand what they have to do in revising their writing. He also said that he preferred to give oral feedback than written feedback since oral feedback is not time consuming compared to written feedback. If the time was long enough, he would give written feedback so that the feedback could be more comprehensive.

1. **Emotional experiences**

Dealing with how the Lecturers maintain their emotion during the process of giving feedback, the researcher classified the themes into positive and negative emotional experiences. Thematic analysis by Braun and Clarke was used to described these themes.

1. **Positive emotional experiences**

The researcher found Lecturer 1’s experienced positive emotion when she was in a prime condition like the interview’s transcription below:

*“My positive emotion can obviously affect how I give feedback to my students. I can give more attention to positive and negative aspects of my students’ writing. But, if I’m not in a good mood, it will be difficult for me to see the positive sides”. (Lecturer 1)*

The researcher found that Lecturer 1 experienced positive emotion when she was in good mood. She could give more comprehensive feedback in that condition. Although her negative emotion could affect how she delivered feedback, sometimes, she used writing rubric to limit her subjectivity and prevent her biased opinion. For example, if she liked a student with good personalities and good writing skills which could be seen from his good response to lecturers’ feedback, she would maintain her positive emotion by relying on that rubric. Since being objective was not easy, she used that rubric and if the rubric did not work well, she used her own opinion orally as addition without involving her emotion.

Whereas, the positive emotion experienced by Lecturer 2 came from both sides, himself and students. The interview was transcribed bellow:

*“If I am in a good mood, there is no any burden in my head, and I teach based on my original schedule, I am definitely can perform better as a lecturer. Then, the feedback will be given enthusiastically. Sometimes, when I have students who have good writing and can revise their writing well based on my given feedback, I will be so proud of them.” (Lecturer 2)*

Lecturer 2 was so excited when he talked about his positive emotional experiences during the process of giving feedback since he perceived that he could perform well to give feedback in that circumstance. He also said that it was delightful having students who had good writing and was able to revise their writing well based on given feedback. However, to prevent subjectivity, he also used rubric.

1. **Negative emotional experiences**

The researcher found Lecturer 1 experienced negative emotion when she was not in a good mood like what she said in the interview.

*” Negative emotion is a part that I’d like to avoid, but in giving feedback, it’s also sometimes there, unavoidable. Whenever, I feel too tired to work on some papers, I just take a break. It could be one day or an hour break, just to return my mood to neutral, then I will continue working on those papers”. (Lecturer 1)*

Lecturer 1 did not say specifically what her negative emotion she had experienced. However, she stated that her negative emotion often came when she was tired. Whenever Lecturer 1 experienced negative emotion whether it was because herself or her students, she decided to postpone her job to give feedback and continue it after having neutral emotion. The researcher also found in interview that Lecturer 1 also experienced negative emotion when she had to deal with the students who did not revise the feedback well and always did the same errors or mistakes.

*“I’m not emotionally invested when my students always do the same errors and don’t revise their writing well based on my feedback. I’m little bit disappointed, but that’s it. Based on my experience, most of students who always do the same mistake are because the lack of attention. If I have time, I’ll talk to them personally. But I have to point out that teacher responsibilities for university students aren’t spoon feeding them”. (Lecturer 1)*

Lecturer 1 was a little bit disappointed when her students often did the same errors and did not revise their writing well based on the given feedback. However, a long time ago, she engaged her negative emotion during the process of giving feedback but then, she realized that it was her students’ writing, not hers. It was her students’ responsibilities to develop their writing and her role, as their lecturer, was only to guide them.

The researcher also found Lecturer 2 experienced negative emotion when he had any personal problem.

*“When I have personal problem that influences my mood, sometimes I feel little bit difficult to handle my writing class. I cannot perform better like usually.” (Lecturer 2)*

Although Lecturer 2 only talked about his bad mood as his negative emotion, the researcher found that his negative emotion can also emerge because of his personal problem. Furthermore, Lecturer 2 experienced negative emotion when there were students who often did the same mistake and did not revise their writing well based on given feedback. The interview was transcribed as follows:

*“It’s annoying when the students always do the same errors and don’t revise their writing well based on my given feedback. For example, after getting feedback, I ask them to revise it for a week maybe and resubmit to me. But, the next day or two days later, there will be students already resubmit. I know that most of them don’t revise their writing based on my given feedback. If it happens, I am probably disappointed but I try to be calm and say to myself that all students are smart. As we know that learning language needs process.”. (Lecturer 2)*

Lecturer 2 felt annoyed when there were students who often did the same errors and did not revise their writing based on the given feedback. He also felt disappointed when the students still could not write correctly in term of structure, punctuation, and subject verb agreement. Although he experienced those negative emotions during the process of giving feedback, his negative emotion did not affect how he gave feedback his students since he believed that learning language could be mastered instantly and all students were smart.

**DISCUSSION**

Related to its research objectives which aim to explore the type of feedback usually used by the lecturers and how the lecturers maintained their emotions during the process of giving feedback, the researcher involved two English lecturers. Regarding the types of feedback usually used by the lecturers, this recent research found that both lecturers used written and oral feedback to correct students’ errors and help them improve their writing quality. It was in line with what Küçükali (2017) revealed about the types of feedback generally used by most teachers. This present research also found the reason why both lecturers often used oral feedback. The reason was in line with what Küçükali (2017) said that it was because the students could directly ask what they did not understand about lecturers’ feedback during the interaction. Although responding to students’ writing error was time consuming as what Furneaux, Paran, and Fairfax (2007) revealed, this recent research found that both lecturers could save more time by giving class feedback orally.

The lecturers’ emotional experiences were divided into positive and negative emotion as stated by Chen (2019). From the result, this recent research found that both lecturers experienced positive emotions such as pride, happiness, and enthusiasm. Among those positive emotions, they were in line with what Chen (2016) mentioned about the examples of positive emotions. This present research also found that positive emotions could generate the lecturers’ enthusiasm to give more comprehensive feedback. It was in line with Chen (2019) who found that teachers’ positive emotions provide more effective teaching practices (in this case, giving feedback). However, the lecturers had their own ways like using writing rubric as a guidance to maintain their emotion so that they would not deliver biased-feedback.

Align with the finding from Yu et al. (2021) where the teachers’ feedback was not comprehensive when they suffer from negative emotion, the current research also found that the lecturers could not give comprehensive feedback when they were influenced by their negative emotions. Those emotions found in this present research were disappointment, tiredness, annoyance, and anxiety as the examples of negative emotions which were stated by Chen (2016). Also, this recent research found that both lecturers had recognized that being emotional was a natural part of giving feedback. It was in line with the suggestion from Yu et al. (2021) where the teachers had to recognize that being emotional was a natural part of giving feedback when they were confronted with inappropriate students’ behaviors or inadequate student progress.

**CONCLUSION**

From the interviews conducted with two English lecturers who have been teaching in university level for more than ten years, the researcher formulated two conclusions for this research. First, the lecturers of English department usually used written and oral feedback. However, they preferred to use oral feedback than written feedback. Oral feedback was often delivered in a time for all students in a class. It happened when there were many students do the same errors. Second, there were two emotions experienced by the lecturers. They were positive emotional experiences such as pride, happiness, and enthusiasm, and negative emotional experiences such as annoyance, tiredness, and disappointment. The lecturers experienced positive emotion mostly because their students revised their writing well based on the given feedback. While, the lecturers experienced negative emotions when their students did the same errors frequently and did not revise the writing well based on given feedback. Although emotion, positive and negative, cannot be avoided, both lecturers stated that they always try to give feedback in neutral emotion.

**SUGGESTION**

After conducting this research, the researcher provided several suggestions. First, for English lecturers, they should be more aware of choosing an appropriate type of feedback based on students’ need to gain more positive emotional experiences and minimize the negative emotional experiences during the process of giving feedback. Second, for the future researchers who want to conduct the same research, they should conduct additional instruments such as observation and questionnaire so that the data can be more valid and reliable. It is also suggested to explore the lecturers’ emotional experiences in different research design and data analysis methods. In addition, the future research can also explore the lecturers’ emotional experiences in other language skills like speaking, listening, and reading.

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